

GRADE LEVEL CONTENT EXPECTATIONS

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v. 4.04

READING

WRITING

SPEAKING

LISTENING

VIEWING

Welcome to Michigan's Grade Level Content Expectations! The performance statements contained in this document represent many months of dedicated contribution from classroom teachers, curriculum specialists, academicians, and Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments throughout the next several years. They by no means represent an entire "curriculum" of learning, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional.

The federal *No Child Left Behind Act* of 2001 mandated the existence of a set of comprehensive state grade level assessments that are designed based on rigorous grade level content. In July, 2002, a committee of Michigan English Language Arts leaders conducted a study of more than 100 local and intermediate district, state, national, and international curriculum documents in order to develop the **Grade Level Content Expectations (GLCE)**. Further refined based on extensive feedback, these grade level "targets" truly represent not only the theoretical, research-based content of English language arts, but also the common views and best instructional scope and sequence of exemplary literacy teachers in Michigan.

The twelve English Language Arts Content Standards found in the Michigan Curriculum Framework, common to all grades, are broad curriculum statements that describe what students should know and be able to do by the time they graduate from high school. Following each of the twelve content standards are benchmarks that describe the knowledge and skills students must master in order to achieve particular content standards. The benchmarks were not written at individual grade levels, but for grade level clusters (early elementary, later elementary, middle school, and high school). The GLCE represent a more discreet layer of learning at each grade level and are meant to assist teachers in better preparing students for grade level assessments. School districts across the state have worked to align their local language arts curricula to state content standards and benchmarks. In most cases, this effort is initiated with the process of converting the state grade level benchmarks into individual, K-12 grade level expectations.

The new GLCE capture the rich content of the standards and benchmarks; eliminate much of the redundancy inherent within them; and express in precise and measurable terms what students in grades K-8 should know and be able to do. This document is intended to be an assessment tool with the expectations written so as to convey expected performances by students.

Local and intermediate school districts can use the GLCE as a basis for the development of a well-paced curriculum while providing instructional strategies that can help students attain the concepts and skills necessary to meet these expectations. On the state level, they will be used to develop test and item specifications for the *No Child Left Behind Act* of 2001 requirement of testing all students in grade 3-8 through the Michigan Education Assessment Program (MEAP) and MI-Access, assist in the development of targeted professional development, and guide program planners in focusing resources and energy.

Within the hands of teachers, GLCE will be converted into exciting and engaging learning for Michigan's students. The art of teaching is what makes the content of learning become a reality.

READING

Word Study

Students will...

- use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context
- use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, syllabication)
- recognize frequently encountered words automatically (“automatically” should be defined in the glossary)
- know the meaning of frequently encountered words in written and oral contexts (research to support specific words)
- apply strategies to construct meaning and identify unknown words
- read fluently seventh grade level texts (increasingly demanding texts read with fluency as the year proceeds)
- use strategies and authentic content-related resources to determine the meaning of words and phrases in context (e.g., literary terms, cross-cultural words and phrases, mathematical expressions, scientific procedures)

Narrative Text

Students will...

- identify and discuss how the tensions among characters, communities, themes, and issues in classic and contemporary literature recognized for quality and literary merit are related to their own experiences
- analyze elements and style of narrative genres (e.g., mystery, poetry, memoir, drama, myths, legends)
- analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes
- analyze author’s craft (e.g., theme, antagonists, protagonists, over and understatement, exaggeration)

Informational Text

Students will...

- analyze elements and style of informational genre (e.g., persuasive essay, research report, brochure, personal correspondence, autobiography/biography)
- analyze organizational patterns (e.g., compare/contrast, cause and effect, sequence)
- explain how authors use writer’s craft and text features to enhance the understanding of central, key, and supporting ideas (e.g., metaphors, similes, captions, diagrams, appendices)

Comprehension

Students will...

- connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text
- read, retell, and summarize grade level appropriate narrative and informational texts
- state global themes, universal truths, and principles within and across texts to create a deeper understanding
- apply significant knowledge from what has been read in grade level appropriate science and social studies texts

Metacognition

Students will...

- independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)
- plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g., SQP3R, pattern guides)

Critical Standards

Students will...

- analyze the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others

Reading Attitude

Students will...

- be enthusiastic about reading and do substantial reading on their own

WRITING

Writing Genres

Students will...

- write a cohesive narrative piece that includes appropriate conventions to the genre (e.g., memoir, drama, legend, mystery, poetry, myth) and employ literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification)
- write a research report (e.g., I-search, website, traditional) for an authentic audience that includes appropriate organizational patterns (e.g., problem statement and solution, position statement and supporting evidence, compare and contrast), descriptive language, and text features
- formulate research questions using multiple resources, perspectives, and arguments/counterarguments to develop a thesis statement that culminates in a presented, final project

Writing Process

Students will...

- set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text
- apply a variety of pre-writing strategies for narrative (e.g., story maps that are designed to depict roles of antagonist and protagonist, internal and external conflict) and informational text (e.g., position statement and supporting evidence, problem statement and solution,, compare/contrast)
- revise their writing to reflect different perspectives for multiple purposes
- select and use titles, leads, and endings to achieve a specific purpose for specific audiences. (revise writing to ensure that content, structure, elements of style and voice, literary devices, and textual features are consistent)
- edit their writing using proofreaders' checklists both individually and in peer editing groups

Personal Style

Students will...

- exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support)

Grammar and Usage

Students will...

- in the context of their writing, use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including participial phrases, adverbial subordinate clauses, superlative adjectives and adverbs, present/past/future, continuous verb tenses, parentheses, singular and plural possessive forms, and indefinite pronouns

Spelling

Students will...

- correctly spell the derivatives of bases and affixes in the context of their own writing

Handwriting

Students' handwriting will...

- be legible in their compositions

Writing Attitude

Students will...

- be enthusiastic about writing

SPEAKING

Conventions

Students will...

- use specialized language related to a topic and select words carefully to achieve precise meaning when presenting
- use slang, dialect, and colloquial language suitably to create interest and drama when presenting
- present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English)

Discourse

Students will...

- engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols)
- discuss multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme
- discuss their written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, specific narrative actions such as gestures, movements, and expressions)
- plan and deliver a focused, coherent informational presentation that incorporates persuasive, non-verbal techniques (e.g., modulation of voice, inflection, tempo, enunciation, eye contact), is organized by a specific text pattern (e.g., theory and evidence, persuasion, sequence), and provides supporting details, explanations, and descriptions supportive of the focus of the presentation and the backgrounds/interests of the audience.

LISTENING & VIEWING	Conventions <hr/> <p>Students will...</p> <ul style="list-style-type: none"> • distinguish facts from opinions and question their validity during speeches and presentations delivered by peers • demonstrate the appropriate social skills of audience behavior (e.g., eye contact, quiet and still, attentive, supportive) during speeches and presentations Response <hr/> <p>Students will...</p> <ul style="list-style-type: none"> • identify, state, and react to a speaker's point of view and bias • respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit • identify a speaker's attitude toward a subject • ask probing questions of speakers, focusing on claims and conclusions presented • respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions • evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not • identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and they will determine if the techniques used achieved their intended effects
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